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Lewisham College engineering students displaying their design. Left to right: Joel Mvula, Bubacar Djalo and Landing Samba

Picture by Nick Linford

Monday 28 May 2012  
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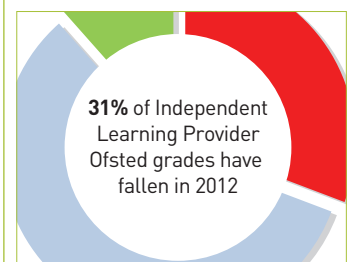
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# 'Cheated' colleges' secret audit

## FE Week Exclusive

Nick Summers

@SummersNicholas

A report commissioned by a secret group of FE colleges has accused other institutions of manipulating data in order to boost success rates.

The document, written by Tenon Education Training and Skills Limited on behalf of the Tenon Education Training and Skills College Forum and seen by *FE Week*, suggests FE colleges are able to improve headline success rates by up to 10 per cent by adopting unfair practises.

The "widespread" methods listed in the report include recruiting above a college's funding targets, then declaring certain learners to be unfunded and removing them from the final Individualised Learner Record (ILR) return.

Other practices include making late decisions on whether or not they should declare a learner is studying an additional qualification to their primary learning goal.

The methods, which the report says were originally identified by the Learning and Skills Council (LSC), also include changing the end dates of courses retrospectively, removing overseas or work-based learners from their ILR return and using transfer codes to remove stu-

dents from specific lines of data.

The report reads: "The use of practices to improve success rates is widespread within FE colleges.

"The failure of the regulatory bodies and the funding agencies to deal with these practices in a clear and open way has led to their continuation and expansion into other colleges as the sector strives to achieve sector success benchmarks which are artificially high."

However, the Skills Funding Agency (SFA) say they are "assured" that data manipulation is not a widespread issue in the FE sector.

"Since 2009 we have only uncovered one case of data manipulation," an SFA spokesperson told *FE Week*.

"This was uncovered through audit and appropriate steps were taken."

The spokesperson added: "We are aware of an unpublished report produced by Tenon making allegations of data manipulation in the FE Sector. As it stands, the research methods and analysis in the report do not provide for robust conclusions. We would be pleased to discuss our reservations once the report is published."

The Department for Education (DfE) told *FE Week* they had nothing to add. The "unfair" practices, the report claims, now make it impossible to compare colleges with one another using success rates.

"These practices make it difficult for the colleges in the sector which put learners first and do not undertake practices to inflate success rates to compete and could ultimately result in the sector's outstanding colleges being those that do not necessarily deliver the best chance of success to the learners," the report reads.

The report also says colleges are using specific practices "to support in the manipulation of inspection grades."

One of these, called "destroyed the trends", is where a college stops offering a specific learning aim once its success rate starts to decline.

"Although the data would be included in the overall success rates for the previous two years, it would be excluded from the remit of the inspection," the report states.

The second, called 'buy one, get one free', is where a college decides to run a learning aim with a declining success rate as a non-funded qualification, while choosing to use a similar learning aim under a different inspection code.

"We understand these practices have been in a number of colleges that have achieved high grades at inspection," the report reads.

However, Ofsted say looking at success rates is only a small part of their inspection process.

A spokesperson for Ofsted said: "Ofsted uses success rate data as

a starting point for inspection and as a source of evidence to judge outcomes for learners. Ofsted is confident of the reliability of the national success rates data for this purpose."

The report says the Tenon Education Training and Skills College Forum was created because principals felt "cheated" about the practices being used to improve success rates.

Part of the forum's role, the document says, is to show there are a "significant number of colleges who strive to act with the highest possible integrity" for their students and communities.

However, it is understood that FE colleges can only enter the group when once they have been invited by Tenon Education Training and Skills, and also passed certain "entry criteria".

Tenon Education Training and Skills declined to comment on the report and membership of the forum.

The Association of Colleges said they have a policy of not commenting on leaked reports.

Figures published by the Data Service on the 24 May show that 'General FE College including Tertiary' all length success rate rose from 79.3 per cent in 2009/10 to 81.4 per cent in 2010/11.

For more on the techniques described in the Tenon report and latest success rate figures see page 4.





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# Ofsted adds to criticism of A4e

**Nick Summers**  
**@SummersNicholas**

Staff at A4e are struggling to improve the way they deliver apprenticeships, according to a monitoring report published by Ofsted.

The document, which details a monitoring visit carried out in April, says the training provider is making "insufficient progress" in three areas and "reasonable progress" in the remaining five.

The mixed grades follow a "satisfactory" inspection rating which was given to the training provider in August 2010.

It says that while A4e has made changes to try and improve the success rates of their learners, such as a new management information system and revised learner recruitment procedures, they are "yet to result in sustained improvement."

"These initiatives have improved success rates in a few subject areas and regions, but overall success rates declined in 2010/11," the monitoring report reads.

A4e says they have introduced a number of successful initiatives in the company and made "significant progress" since Ofsted inspected them in 2010.

"This latest inspection commends us for doing so," a spokesperson for A4e told *FE Week*.

"It has identified some areas which need improvement and we have put in place an action plan to meet these requirements.

"A4e continues to work towards providing outstanding skills-based training programmes for our customers."

The monitoring report by Ofsted says A4e are "poor" at monitoring the delivery of their consortium partners and sub-contractors. It

later says the company focuses "too heavily" on making sure these providers complete their paperwork properly, rather than on the quality of training being delivered.

"A4e places too strong an emphasis on consortium partners declaring their own areas for improvement either through discussion, their self-assessment reports or position statements," the monitoring report reads.

However, the Ofsted report also praises staff at A4e for taking on "an increased responsibility for implementing improvement initiatives.

"They enthusiastically and swiftly make changes to the provision which have positively improved the experience of learners," the monitoring report reads.

"During meetings, staff teams regularly discuss the progress they are making with quality improvement plans."

It is unclear whether the progress made by A4e is common for other private training providers.

A spokesperson for Ofsted told *FE Week*: "Ofsted does not comment on individual inspections over and above the published report – in this case a monitoring inspection report.

"As each monitoring report will focus on issues raised at the previous inspection, we do not undertake any analysis across a range of monitoring visit reports."

The former head of audit at A4e submitted written evidence to Parliament last week detailing how "weak management" and "inadequate control systems" led to fraud at the company.

Eddie Hutchinson, who also attended a meeting held by Public Accounts Committee last Tuesday, claims "that the incidence of frauds and irregularities was a major problem for the company."

The written evidence, given to the Daily

Telegraph, reads: "An ever-increasing volume of frauds came to my attention, often via a particular direct report of mine in the audit team."

A4e has since issued a statement, which reads: "The majority of allegations made by Mr Hutchinson are unfounded and untrue.

"A4e always adheres to established procedures by ensuring relevant issues are referred to the relevant funder authority.

"None of the issues raised here prove there is systemic fraud at A4e and all of them relate to historic contracts."

The Skills Funding Agency (SFA) issued a statement earlier this month confirming they have found "no evidence of fraud" in the training delivered by A4e. The finding follows allegations of fraud relating to the company's work with the Department for Work and Pensions (DWP).

"The Agency now has adequate assurance on current and potential future contracts with A4e," a statement by the SFA reads.

"As with all of our suppliers, we will be vigilant and use all of our oversight and audit processes to maintain assurance that public funds and learners' interests are safeguarded."

The government terminated A4e's Mandatory Work Activity contract earlier this month, despite finding no evidence of fraud in its delivery of the programme.

Employment minister Chris Grayling said: "While the team found no evidence of fraud, it identified significant weaknesses in A4e's internal controls on the Mandatory Work Activity contract in the South East.

"As a result, the Department has concluded that continuing with this contract presents too great a risk and we have terminated the Mandatory Work Activity contract with A4e for the South East."

# Redundancies at AoC

**FE Week Exclusive**

**Nick Summers**

**@SummersNicholas**

The Association of Colleges (AoC) is making redundancies as part of a cost saving and "restructuring process".

The job losses, so far, affect three managers, two directors and a policy coordinator.

Martin Doel, chief executive of the AoC, told *FE Week*: "The reality is that AoC is not immune to the financial pressures faced by the public sector and this is, in part, a response to a downturn in public sector projects.

"The commercial wing of the organisation has, as a result, seen some difficult market circumstances."

The AoC employs over 100 members of staff, as well more than 30 staff at three sister organisations located in separate regions.

Mr Doel said: "It goes without saying that every member of AoC staff is highly skilled, experienced and provides, without fail, a first class service to members."

"This has been a difficult and upsetting time for all staff but we have tried to deal with it as fairly as possible and can assure member colleges they will continue to get the highest

standards of service. "

The AoC has announced that an additional three posts are at risk of redundancy "through a compulsory process."

Mr Doel said: "Unfortunately we didn't receive all of the cost savings we needed to as part of the process and have had to identify three additional posts as being at risk of redundancy."

Consultation with staff is currently underway, and is likely to continue until at least June 8. It is understood that another senior member of staff at AoC will be dropping down to three days a week from the start of June.

The AoC say they will be offering all departing staff one to one careers advice, as well as job application and interview preparation through the HR Consultancy firm Connor in order to help them find new work.

"We will, of course, be offering every assistance to them through this difficult transition as valued members of the team," Mr Doel said.

However, the organisation has also revealed they will be employing new staff as part of the company's restructure.

"In order to ensure continued strong representation AoC will be recruiting to key positions in line with the new shape of the organisation," Mr Doel said.

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# UKCES survey highlights ‘skills potholes’

Nick Summers

@SummersNicholas

More than two in five businesses operating in the UK do not provide training opportunities for their staff, according to research by the UK Commission for Employment and Skills (UKCES).

The survey, one of the largest ever undertaken in the world, also found that less than half of people in semi-skilled roles had received training in the past year.

Jeremy Anderson, chairman of global financial services practice at KPMG and a commissioner at the UKCES, said: “Some employers are outstanding at training their staff, but many are not.

“This has led to the development of so-called ‘skills potholes’ – areas, sectors or occupations which are suffering from deep, painful and persistent skills gaps.

“Like potholes they are often ignored, but risk making the road to economic recovery throughout the UK bumpier and slower than it

needs to be.”

The UKCES survey found that employers in the UK spent a total of £49 billion on training during the 12 months prior to being interviewed.

However, 45 per cent of respondents said they didn’t have a training plan or budget for training expenditure.

Mr Anderson added: “By encouraging employers to step up and take greater responsibility for the skills needs of their people we will help to align public and private investment in skills and fill in these potholes.

“But there are simple things that employers must do to help themselves, such as seeing training as an investment not a cost, being clear on what outcomes should be achieved from training and ensuring that employees have the opportunity not only to be trained but to put their training into practice. These simple steps can make a real difference.”

The Skills Survey 2011, which involved more than 85,000 interviews held between March and July last year, found that “elementary occupations” such as bar staff, cleaners, taxi drivers

and machinists were the least likely to receive new or additional training.

However, the survey did find that 70 per cent of staff in the personal service industries, including child-minders, care assistants and nurses, had received training in the past 12 months.

John Hayes MP, minister of state for further education, skills and lifelong learning, said: “Businesses well equipped with the skills that training brings are most likely to succeed.

“We know that businesses that don’t train their staff are twice as likely to fail and there’s a very strong link between low skills, poverty and unemployment.”

Eighty per cent of employers who said they were struggling to fill vacancies due to a lack of skilled applicants admitted that it was forcing their staff to take on an increased workload.

Businesses later added that it was having “rising knock-on effects” on both morale and retention of staff.

Tom Wilson, director of Unionlearn, told *FE Week*: “The latest data from the UKCES shows a sharp increase in the number of employers not

providing training.

“It also shows a drop in the number of employees saying they have received training overall.

He added: “These trends reinforce our belief that the Government needs to tackle the under-investment in skills and work with all stakeholders, including trade unions, to improve regulatory levers that have not been utilised through the voluntary approach.”

The UKCES survey also found that almost a quarter (24 per cent) of employers in the UK had recruited at least one student straight out of university in the two or three years prior to the survey.

The research says most employers found students leaving education to be well prepared for the workplace, increasing with age and the standard of qualification they’ve achieved.

“Where recruits were considered poorly prepared for work this was most often put down to a lack of experience (of the world of work or, more generally, life experience or maturity), or to personality (poor attitude, or a lack of motivation),” the report reads.

## Sunderland College staff to strike over proposed pay cuts

Holly Welham

@HollyWelham

Staff at Sunderland College are striking over a row concerning their pay.

The University and College Union (UCU) said the dispute relates to proposals to cut the salaries of more than 150 lecturers by £10,000 and downgrade 70 per cent of its teaching workforce to inferior pay grades – with staff seeing a 25 to 30 per cent drop in their salary. This would breach nationally-agreed pay scales according to the Union.

In March the College announced it needed to save £2.26m in 2012/13 due to government funding cuts and that 36 people would be made redundant. It also stated that the cuts would mean it needed to review job descriptions for all teaching staff.

Since March it has been consulting employees about ways to make savings. Only pay cuts and redundancies are being put forward according to the Union, but the College disputes this. It said that these are the initial proposals that have been put on the table for discussion and that there are other suggestions.

Nine out of ten members of the UCU voted to take strike action and over three-quarters backed action short of a strike, which would see members working to contract and not fulfilling the other duties they take on in addition to their contracted work. The Union expects 250 people to take part.

Angela O’Donoghue, principal of Sunderland College, said:

“The College is looking at lots of different ways to save money and cutting lecturers’ pay is just one of them – we want to work with the unions, not against them.”

The principal stated that the College is

also “committed to working with unions to reduce the need for compulsory redundancies through a programme of voluntary redundancies.”

She added: “All proposals put forward are a starting point and talks are on-going. We want to work in a positive way with the unions to mitigate the impact on individuals.”

The Union is angry because they believe staff are shouldering too much of the burden.

They point to agency staff as an area where savings could be made, as they say that the College spent £2 million on this in the last financial year.

In response, Ms O’Donoghue stated: “All colleges have to turn to specialists in some fields as they do not have the necessary skills in their own teams, for example IT experts, architects and designers. In addition we do need to use the flexibility of agency staffing to cover sickness absence and other short term programmes where funding is provided on an adhoc basis.

“This is normal practice for colleges and for all professional businesses, however as part of the College’s strategic plan we aim to reduce these costs.”

UCU regional official, Iain Owens, said: “Nobody wants to take strike action but members will not sit by while their pay and conditions are attacked in this punitive way. The college cannot afford to dismiss this result and should be looking to work with us instead of finding excuses to deliver teaching on the cheap.

“Breaching nationally agreed pay scales is not in the long-term interest of the institution. It will succeed only in destroying morale and deterring the best and the brightest from wanting to come and work at a college where they will be paid far less than the national average.”



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FE Week investigates

# Tenon’s Success Rate Review

The Tenon Education Training and Skills College Forum Success Rate Review 2007/08 to 2009/10 (see front page) does not indicate how many colleges are manipulating their data, nor the scale of the problem. However, it does “assess the impact of some of the types of data manipulation”. In a section of the report called ‘What is the impact on succes rates?’ the authors say “we have taken a medium/large college’s ILR and used some of the current practices on the data to assess the impact these may have. The impact is shown in the table below:

Area	Long	Short	Very Short	Total
Removal of poorly performing learning aims below Minimum Level of Performance (MLP)	7%	5%	4%	6%
Removal of poorly performing learning aims (10% below MLP)	6%	10%	5%	6%
Transfer to nothing	7%	2%	0%	6%
Inappropriate BTEC nesting	12%	0%	0%	10%
Amendments to actual end dates to remove learners from success rates	1%	1%	0%	1%
Planned end date changes to unsuccessful learning aims (below MLP)	5%	0%	0%	4%
Planned end date changes to unsuccessful learning aims (10% below benchmark)	5%	0%	0%	4%
Retrospective changing of planned end dates so that successful short courses become long	1%	-16%	0%	0%
Retrospective changing of planned end dates so that unsuccessful long courses become short (MLP)	6%	-20%	0%	0%
Retrospective changing of planned end dates so that unsuccessful long courses become short (10% below benchmark)	6%	-20%	0%	0%
Unsuccessful learning aims switched to unfunded	6%	5%	4%	6%

The report also says that “In addition to the practices adopted above, some colleges “destroy the trends”. Where a downward pattern in success rates is experienced across two academic years, a college may wish to discontinue the learning aim – a practice that many would find acceptable, however some colleges offer a replacement learning aim (which is inspected under a different map code) so as to remove the original learning aim with the downward trend from the provision being inspected. Some continue to offer the original learning aim as a non-funded learning aim, which by definition is not subject to inspection.”

## 2010/11 success rates

On 24 May the Data Service published the 2010/11 Education and Training National Success Rate Tables (NSRT) , formerly known as the learner responsive success rate tables. Download the figures from this short link: <http://tinyurl.com/1011-NSRT>

The tables below include a selection of the success rate data. It is notable that 16-18 long Level 3 success rates have fallen, and the final table shows a dramatic increase in the number of starts delivered by the private sector, following the introduction of a single Adult Skills Budget.

Age	Provider Type	Expected End Year	Length	Qual Level	Starters (Excluding Transfers)	Success Rate %
All Age	All ProviderType	2008/09	All Length	All Level	3,343,261	80.6
All Age	All ProviderType	2009/10	All Length	All Level	3,279,550	80.7
All Age	All ProviderType	2010/11	All Length	All Level	3,154,715	81.8

Age	Provider Type	Expected End Year	Length	Qual Level	Starters (Excluding Transfers)	Success Rate %
All Age	General FE College incl Tertiary	2008/09	All Length	All levels	2,209,188	79.2
All Age	General FE College incl Tertiary	2009/10	All Length	All levels	2,155,255	79.3
All Age	General FE College incl Tertiary	2010/11	All Length	All levels	1,910,822	81.4

Age	Provider Type	Expected End Year	Length	Qual Level	Starters (Excluding Transfers)	Success Rate %
16-18	General FE College incl Tertiary	2008/09	Long	3	381,811	77.1
16-18	General FE College incl Tertiary	2009/10	Long	3	401,268	77.7
16-18	General FE College incl Tertiary	2010/11	Long	3	355,227	77.6

Age	Provider Type	Expected End Year	Length	Qual Level	Starters (Excluding Transfers)	Success Rate %
16-18	Sixth form college	2008/09	Long	3	469,031	85.5
16-18	Sixth form college	2009/10	Long	3	475,833	84.7
16-18	Sixth form college	2010/11	Long	3	466,151	84.2

Age	Provider Type	Expected End Year	Length	Qual Level	Starters (Excluding Transfers)	Success Rate %
All Age	Private Sector Public Funded	2008/09	All Length	All Level	19,323	77.1
All Age	Private Sector Public Funded	2009/10	All Length	All Level	18,138	74.7
All Age	Private Sector Public Funded	2010/11	All Length	All Level	249,650	75.8

### FE Weekend: Where Next for Apprenticeships?

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You can register online at [www.feweekend.co.uk](http://www.feweekend.co.uk) to attend just the Friday, just the Saturday (which is free) or for the Friday and the Saturday.

The agenda will be updated during the run up to FE Weekend as new speakers, workshops and plenaries are confirmed. The programme is also subject to change.





## FE Week profile

## Jan Hodges ~ her story

Janet Murray

@jan\_murray

The chief executive for the Edge Foundation talks to *FE Week*

If her parents had got their way, Jan Hodges might have gone into banking. While they valued education and were ambitious for their children, having left school at 15 and had “basic manual jobs” for most of their working lives, they were keen for them to have opportunities they hadn’t. With regular hours and a steady wage, banking seemed like an attractive option.

But teachers at the grammar school she attended in Burnley, Lancashire had other ideas. “They told my mum and dad that I was capable of getting into university,” says Hodges, who is now CEO of the independent education charity Edge.

“I don’t think they would have known that, so I was quite lucky in that sense that I had good teachers who encouraged me and actually said to my parents that I mustn’t leave at 16. I had part-time jobs from the age of 15, and enjoyed working...so without that, I think I would have left school.”

Getting a French pen friend in her early teens, via a foreign exchange programme, opened Hodge’s eyes to the possibility of international travel.

“A lightbulb went off in my head when I met her because I suddenly realised that the stuff I had been learning in class had a purpose,” she recalls. “In those days, you learned languages through the grammar and the rules, through very formal exercises and you didn’t get a lot of opportunity to speak it.

So when I met Chantelle, I suddenly started speaking French and I realised what it was all about.”

After a degree in English and French at the University of Sussex (including a year studying in Montpellier, in the South West of France), Hodges headed off to Pisa with “absolutely no Italian,” where she spent a summer living with a local politician and his family – none of whom spoke any English – which meant learning Italian, from scratch, in a matter of months.

A fifteen-month stint teaching English at an international school near Neuchatel in Switzerland followed. “I thought it was wonderful, because they gave me a little flat close by the lake,” she recalls. “I met people from all over the world and got the chance to hone my French. It was also quite an international community, which I enjoyed.”

But her first taste of teaching wasn’t without its challenges. “The complexities of trying to teach people something you know because you have grown up with it...you have to think about how to communicate that with other people and make it accessible to the people you are trying to teach, so it taught me quite a bit about learning,” she says.

Despite her initial struggles, Hodges discovered she enjoyed teaching and, on her return to the UK in the late 1970s, trained to teach French at Avery Hill College (now part of Greenwich University) in South East London.

But after nine years teaching in secondary schools in Kent and Essex, she felt ready for a change and moved to South East Essex College, where in her own words, she started “to blossom”.

In the fifteen years that followed, Hodges worked towards a masters degree and MBA and held a variety of senior roles at the college, including department leader, head of business development and European coordinator.

She took on the job of principal in 2002 and, just before she left last summer, oversaw a merger with Thurrock and Basildon College, which she describes as one of the biggest challenges of her career.

Her decision to move on came, simply because, after nine years in the role she fancied a change.

Working at Edge appealed because its central mission – championing technical, practical and vocational learning – chimed with her own beliefs. “Most of my career has been spent trying to do that...so it seemed the perfect job for me,” she says.

But there are many challenges facing the sector at the moment, and top of Hodge’s list is dealing with funding cuts and “finding ways to give opportunities to people, but in a more efficient way.”

“The UK seems to ‘have gone down a road where we only value the academic route’”

And attitudes to vocational learning are still a concern. Unlike other countries, like Germany, who have managed to maintain a strong apprenticeship and vocational programme, the UK seems to “have gone down a road where we only value the academic route,” she says.

While she is encouraged by recent government investment in apprenticeships – around £3 billion to date – there is a long way to go in raising the status of vocational education and persuading people of its value to the economy. “We turn out a lot of graduates – and there’s nothing wrong with that, we need graduates – but we don’t have enough people at technician level and that’s something we need to tackle.”

The problem is that information about vocational education and training is not always reaching young people and their

Picture by Nick Linford



parents, she says, citing recent research carried out by Edge in the lead up to VQ day, the annual celebration of vocational qualifications, due to be held next month. The study found that many young people feel they aren’t being given enough information about alternatives to A levels and other academic qualifications.

And in the introduction of the English Baccalaureate, with its narrow academic focus, (students are required to achieve A\*- C grades in five subjects, including English, maths, science, a language and a humanities subject) hasn’t helped either. “I know the government says that doing the Baccalaureate doesn’t stop young people doing that (vocational qualifications), but the subjects within it have a certain status and the fact that a vocational option is not one of those – or even a more practical subject like design and technology, it does send out a message to people.”

What it suggests, argues Hodge, is that vocational education is only for young people who are not academic, but this is simply not the case. “Academically able students really thrive on, and enjoy, doing practical subjects...so it should be part of everybody’s programme of study.”

But the increase in tuition fees – due to rise to up to £9,000 a year in September – could change that, says Hodges. “Parents are certainly more willing to listen and know about vocational options than they were before.”

The new government careers service, launched in April, could also go some way to addressing the problem, but only if resources are used effectively and consistently. “Schools are only getting a small pot of money [for careers advice and guidance] and it is a concern that it is spent appropriately,” she says. “I am sure that some schools will deal with it extremely well and give it a high priority, but budgets are under pressure in some other schools and in others, it might not get the same priority.”

If she could achieve one thing during her time in further education it would be to address the imbalance between vocational and academic education, she says. “If you could get that parity of esteem between vocational and academic qualifications and if the curriculum in schools allowed all young people to do both – but that would be the standard kind of programme that anyone would follow in a school...now that would be wonderful.”



*FE Week Experts*

# Making commitments to high quality apprenticeships and brand protection



There has been much comment in these pages over recent months about the quality of Apprenticeships. Understandably perhaps, you have been seeking to understand how we can grow the number of apprenticeships to record levels whilst maintaining standards.

I believe that we can not only maintain high standards, but improve upon them; whilst at the same time increasing the number of opportunities available.

The Government already has much to be proud of. The vast majority of apprenticeships in England are the gold standard of vocational training. They boost individuals' life chances and build the skills that drive growth. At my insistence for the first time apprentices must be in paid employment and there are now statutory guidelines outlining exactly what an apprenticeship must entail by law.

A survey published this week shows that nine out of ten of those that complete an apprenticeship are satisfied with their training and a third have received a promotion as a result. The same survey says that 88 per cent of employers conclude that apprenticeships are a good investment in their business.

However, we cannot afford to be complacent. We must be relentless in our drive to ensure all apprenticeships are as good as the best, to identify and root out any instances of poor quality provision, and to raise the bar on standards.

Late last year, I announced a series of major reforms to drive up quality and standards and asked the National Apprenticeship Service (NAS) to develop an action plan to ensure that apprenticeships routinely meet the rigorous standards apprentices and employers expect.

In the months since, we've taken strong and decisive action to tackle short duration apprenticeships and review sub-contracting arrangements.

NAS and the Skills Funding Agency's compre-

hensive review of all short duration programmes has already resulted in significant improvements to many apprenticeships and the withdrawal of inadequate sub-contracted provision. From August 2012, all apprenticeships must last for a minimum of 12 months, ensuring they are of sufficient length to deliver the training employers need.

New safeguards are being put in place to strengthen monitoring, reporting and sub-contracting arrangements. In addition, new contracts will ensure that training providers not only act according to regulations, but also within the spirit of the apprenticeship programme.

I am determined to build on this momentum and intensify our efforts to safeguard and improve the quality and standards of apprenticeships.

As I told members of the BIS Select Committee, the coming months will see still greater progress; NAS are reviewing apprenticeship frameworks that have been deemed a cause for concern and we will publish new guidance on the implementation of quality standards.

The government will also take forward measures to ensure all apprentices are given the opportunity to get Level 2 English and Maths.

Following the National Audit Office report which made clear that for every £1 spent by the government on apprenticeships there is an £18 return to the economy.

**“New contracts will ensure that training providers act according to regulations”**

An employer-led standards review, expected to report this summer, is being undertaken to consider how effectively the apprenticeship programme is delivering the professionally recognised qualifications and skills employers need, identify best practice and advise on how to maximise government investment.

As more people than ever have the opportunity to undertake an apprenticeship, I am committed to ensuring that they will receive the high quality training they deserve.

Apprenticeships embody a continuum of learning as one generation passes skills to the next – nourishing the national interest, nurturing the common good.

*John Hayes, minister of state for further education, skills and lifelong learning*

The NAO report reemphasises the criticisms we have made for many months over the government's handling of adult apprenticeships.

The committee shared our concerns that nearly one in five adult apprenticeships lasted less than six months, which we pressed the Government on for months, backed up by the investigative work of *FE Week* that put this issue on the agenda last year. This sustained pressure has obliged the Skills Minister John Hayes to introduce a minimum of one year duration for adult apprenticeships in April after initially only applying this for 16-18 year olds last December.

**“I will continue to push John Hayes and the Department on these issues in the months ahead”**

It remains clear that many of these additional adult apprenticeship starts are merely rebranded placements which would previously have been delivered via Train to Gain, again highlighted here in *FE Week* supplements which have shown a strong correlation between Adult Apprenticeships starts rising and Train to Gain starts falling as the latter scheme was wound down. The Government axed this last year, taking over half a billion pounds from the adult skills budget.

The report shows once again that BIS Ministers must do more to engage businesses, especially small and medium sized ones, and adults alike if they are truly to boost apprenticeship take up across England. At a time where youth unemployment stands at well over one million and its highest level for a generation, the government simply has to boost the numbers of the crucial 16-24 group where growth has been flatlining in recent months.

They had already been warned of this last year when now departed head of the NAS Simon Waugh stated there was ‘a chronic lack of apprenticeship places for interested school and college leavers.’ We have proposed several initiatives as part of our alternative strategy for growth and jobs that would give hope to these young people – sadly the Prime Minister and Chancellor don't seem to be listening.

Also looming on the horizon for adult apprenticeships is the introduction of FE loans from 2013/14. This will affect all apprentices aged 24 and over working towards Level 3 qualifications or higher. There are very real concerns that this will severely dent demand



for apprenticeships in this age group, as well as nudging both business and individuals away from contributions vital for growth in our local economies.

It also seems squarely at odds with the Government's current desire to promote stronger employer ownership of skills, as UKCES themselves have argued in their submission to the initial consultation on FE loans. I fear that a poorly evidenced and hastily introduced ‘Big Bang’ approach could cause havoc for providers and lead to lost life-chances for tens of thousands of adult learners.

I will continue to push John Hayes and the Department on these issues in the months ahead. The report also made it clear it is imperative the SFA and NAS work together closely to oversee the operation and standard of the Apprenticeship programme.

**“Sadly the Prime Minister and Chancellor don't seem to be listening”**

With new chief executives imminent at both organisations, I will continue to monitor this situation carefully to ensure that the necessary oversight and scrutiny of such a key policy area can continue.

Apprenticeships will and should rightly play a key role as we look to continue to work on boosting Britain's skills base here in line with the Leitch report agenda. The NAO report and indeed the work of *FE Week* and others has shown that the Government must work harder to ensure future expansion of the scheme does not come at the expense of quality to ensure the Apprenticeship brand is protected.

*Gordon Marsden, shadow minister for further education, skills and regional growth*



## FE Week Experts

## Ufi charitable trust to be ‘catalyst’ for technology



Ufi charitable trust is to use the £50 million it made from the sell off of Learn Direct to pump prime “innovation for scale” in the FE and Adult Learning sectors.

Ufi, the “big idea” of Gordon Brown, which he hoped would match Harold Wilson’s Open University idea, was finally broken up last year when Learn Direct was sold off to a private equity fund.

The other arm of Ufi, the UK Online Centres,

became an employee led “mutual” set up to continue and develop the work of the UK Online.

The chair of the Ufi charitable trust, Ray Barnes, formerly Visa International, wants the fund to be a “catalyst” to deliver “permanent and radical transformation in vocational education and training and reduce face to face interaction and harness technology to reach much greater numbers with greater quality outcomes”

Invitations to bid for the £50 million funds, initially funded from the interest, although one trustee told me they were not averse to use capital if exciting, innovative and scalable ideas emerge, will open on 2nd July at [www.ufi.co.uk](http://www.ufi.co.uk)

Applicants will be better prepared to make their bids if they read the excellent report published by Ufi, and written by Seb Schmoller, Dick Moore, Clive Shepherd and Adrian Perry entitled “Scaling Up” also available on the Ufi website. There are six potential categories of projects:

- Training Learning Professionals in using digital tools
- Analytical tools developed to help organi-

sations implement large scale changes to teaching models

- Empowering Learners to develop their own capacity
- Developing curriculum content and collaboration

- Level 2 Maths

- Simulations, Games, and Virtualisation

Rory Cellan Jones led a lively debate at the early morning London launch of the fund with panel inputs from McDonalds, Pearson, UnionLearn, Google and IfL.

Donald Clark, one of the Ufi trustees, was delighted this money was being recycled to support learning rather than dropping in to a Treasury black hole.

“It was only right that the considerable amount of public money that went to the years developing the value in Learn Direct should be used to support learning transformation at scale in further and adult education and training”

It is obvious that a “catalyst for change” needs to come from outside the sector if we

are to avoid what Martin Bean, Vice Chancellor of the Open University describes as a “growing crisis of relevance” in our colleges.

This reflects the growing gap between the digital expectations of all learners and the digital capacity of the Further, Adult and Vocational education “system”

Whilst there are some really exciting innovative teachers using technology to enhance learning, Tony Fazaeli of the IfL claim that “two thirds of our membership are confident in the use of technology” is not supported by feedback from learners, employers and large number of FE teachers.

They may be confident using PowerPoint or Interactive Whiteboards but that is missing the point surely?

It is welcome and timely that the Ufi trust fund might stimulate innovation as it is difficult to see how this “paradigm shift” would otherwise happen with a funding, audit and inspection regime, which stifles and discourages innovative approaches to technology, enhanced and blended learning.

*Bob Harrison is vice chair of governors at Northern College & education adviser for Toshiba Information Systems*

## Leading Learning through Innovation



“Sell me the benefits of having seats on the wings of an aircraft!” This might seem like an unlikely starting point for a workshop on great teaching and learning in FE, but the answers – many of which a certain low cost airline is happy to charge extra money for – illustrated the art of the possible to the 70 people who gathered at the Hellenic Centre in central London last Friday, and energised an event that produced some truly inspirational visions for the future.

Supported by the Learning and Skills Improvement Service (LSIS), the 157 Group has been working in partnership with the Institute for Learning (IfL) on a series of events and activities to build on ‘Leading learning in further education’, a thinkpiece published last year by

the 157 Group and CfBT Education Trust.

The aim is to set out not only a vision of what great teaching and learning looks like – both now and in that uncertain future we all face – but also to think about how we make it happen.

What set last week’s event apart from the norm was its style and the nature of the participants. Deliberately challenging and creative, those present started by visioning a ‘gold standard’ of pedagogy, sharing their own greatest learning moments and highlighting what it truly feels like to be experiencing greatness.

The resulting ‘Wall of Great Teaching and Learning’ served to back up the view that what feels good is not one particular pedagogy, but rather trusting and being in the presence of teachers with particular attitudes and skills and, above all, a passion for enabling student success.

This output was all the more powerful because it came not just from teachers themselves, but also from curriculum managers and senior leaders and, perhaps most importantly, from learners themselves. The 70 who attended were drawn from FE colleges, work-based learning providers and adult education services, and, possibly for the first time, the event was able to capture a truly cross-sector view of what great teaching and learning is.

Unfazed by the range of people there, young

and adult learners of all ages asserted that the best teaching happens when they have some control, when relationships are good and when content is delivered with passion. There was remarkably little to choose between the views of learners, teachers and leaders too, when the event moved on to consider what helps to bring about this greatness. Freedom was a highly prized commodity, and the fear of being judged a failure, which leads to teachers not taking risks, was palpably present for everyone when they thought about what might get in the way.

These conclusions reinforce the findings in IfL’s most recent review of CPD that teacher autonomy is preferable to top-down development activity, and it was fitting also that the event served as a launchpad for a report jointly published by IfL, the 157 Group and the Institute of Education (IOE), ‘Learning and letting go: building expansive learning environments in FE’, which details the outcomes of a powerful seminar on expansive learning environments, held earlier in the year at the IOE.

“Good teaching is born of innovation, and this involves a degree of experimentation that is unlikely to happen if an organisation is highly controlling or risk averse,” says the report. In the afternoon last Friday, participants split into teams to begin to produce real ideas to help that innovation take place.

There was an energy and emotionally intelligent feel, as groups considered the attitudes,

skills and systems that need to develop by drawing on analogies from the world of sport, art and the military. These discussions provided a novel opportunity to challenge some of the preconceptions about how things are usually done. Over 50 ideas for ‘doing things differently’ were generated and, at the end, participants voted (with love hearts) for the ones they thought would have the greatest impact.

The challenge now is to build on the energy of the event and to use the kind of action research that it represented to really make a difference. The 157 Group, along with IfL, is committed to leading more thinking and action in this area, and, once the hundreds of ideas from Friday’s event have been synthesised, we will publish the outputs and detail next steps on our teaching and learning journey.

What we know at the moment is that there is a huge will in the sector to engage with a process that made everyone involved think afresh, and that 70 people will have returned to their respective situations all the more inspired to lead and teach and learn in a ‘great’ way. Some said they want to replicate the event for colleagues. You will know you’ve got an enthused participant in your organisation if they suggest flying you to Alicante in a way that gives you free air conditioning and great views ... by sitting on the wings.

*Andy Gannon is a project manager at 157 Group*



## FE Week events...

# Gazelle's pantreprenneur challenge

Nick Summers

@SummersNicholas

Students are creating Olympic-inspired briefs for a national competition led by the fair trade underwear brand Pants to Poverty.

The 'Pantreprenneur Challenge', organised in collaboration with the Gazelle group, has asked learners from 14 colleges to design, produce and sell pairs of pants to the public.

Ben Ramsden, founder of Pants to Poverty and also a 'Gazelle entrepreneur', says the competition is designed to test students' creative, collaborative and entrepreneurial skills.

"For young people starting their careers in today's economic climate, it is more important than ever to encourage and inspire them to start their own businesses and get experience whilst at college," Mr Ramsden said.

"This competition will give students the chance to learn how to run their own business, while also designing a very sexy pair of pants!

"What's more, students will see how even small businesses can change the world for the better."

The team which sells the most briefs for charity will win a trip to India, where they can see the supply chain used by Pants to Poverty "from cotton to bottom".

The runners up will be able to continue putting their business skills to the test by organising and running a 'Pants to Poverty' stall at numerous festivals throughout the summer.

The third prize meanwhile is a year's worth of Pants to Poverty underwear.

Five teams from Middlesbrough College initially entered the competition, pitching a design, business plan and marketing scheme.

The winning team, 'Access2Pants', now have 500 pairs featuring their designs which they have been selling throughout May.

Chris Tame, an access to business student at Middlesbrough College and also a member of the 'Access2Pants' team, said: "It's been a real team effort but we came up with the design fairly quickly.

"We're all business students, so creating a business plan, producing a product and marketing it in this way is a great way to consolidate what we've learnt on our course."

Mr Tame added: "To do so whilst raising money for charity is a bonus."

The principal of Middlesbrough College, Mike Hopkins, has given the designs his 'seal of approval' and has also been sponsored - along with other members of staff - to wear a pair of the team's pants over his clothes.

Mr Hopkins said: "They're great aren't they?"

"They're very comfortable and the design looks fantastic.

"I'm confident we can raise a lot of money for a great cause, and the students winning



Team Squiggle from City College Norwich proudly display their Winston Churchill themed pants

the trip to India would be the icing on the cake."

The winning team will be unveiled by Mr Ramsden in London on June 8.

Richard Thorold, principal of Gateshead College, says although the challenge is fun it also has "a serious purpose" for emphasising the commitment of entrepreneurial colleges.

"It is a real commercial initiative that has inspired our students and others to take part in a tangible and engaging way that brings entrepreneurial skills to life," Mr Thorold said.

"It will also teach our students that there can be a strong social purpose in business and that although making money is important to keeping our economy going, it doesn't have to be the only objective at the heart of a business."

Team Squiggle from City College Norwich, which includes interactive media students Jordan Baker, Michael Thompson, Bethany Spring and Jamie Thurston, have opted to use Winston Churchill in their design.

Mr Thompson said the inspiration for the design came from a feeling of pride surrounding the Olympic Games: "Winston Churchill is such an iconic figure and he was so proud of who he was, and of his country.

"We felt he represents the spirit of pride that we have in Team GB and in hosting the Olympic Games."

Team Squiggle sold nearly 40 pairs on the first day of trading and is donating all of their profits to the Pi Foundation, which supports charitable work for the farming and factory communities in India.

Dick Palmer, chairman of Gazelle Global, and principal and chief executive of City College Norwich, said: "The Pantreprenneur Challenge is a fun contest with a serious purpose that highlights the Gazelle approach of learning by doing.

"It is a real commercial entrepreneurial

initiative that has inspired our students, and students in colleges around the country, to take part and develop their entrepreneurial skills."

Other FE colleges in the competition include New College Nottingham, North Hertfordshire College and Warwickshire College.

Aaron Autwal, marketing and finance officer for 'Team Olympants' at Warwickshire College, said: "It's been really good, teaching us to set up a business and giving us a real idea of what it's all about.

"Everyone has got their roles to do and it's quite a fun experience as well."

Students at Barking & Dagenham College are competing under the name 'Pantastic' and have finished seven designs which represent the Olympic and Paralympic values.

Kirsty Sedgwick, a graphic design student at the college and CEO of Pantastic, said: "This has been a great experience for us, not only have we learnt so many business skills and about selling, we are also raising money for a great charity.

"It's not all about us winning a trip to India; it's about raising awareness of this great charity and what it supports."

The students will be up against fierce competition from Gloucestershire College, Lewisham College and Highbury College, among others.

Dominic Thompson, a business lecturer at Highbury College said: "The Highbury 'pantreprenneurs' have designed an excellent pair of pants that they are selling in aid of the charity set up by Pants to Poverty.

"They have a stall at the Love Southsea Festival and are also climbing Mount Snowdon in June to raise cash.

"It's brilliant to see them applying their business knowledge and demonstrating entrepreneurial skills for such a good cause!"

## Get some pants

### Middlesbrough College:

Pants can be bought at the stalls students will be running every Wednesday in May

### Gateshead College:

Contact the Automotive Skills Academy reception on 0191 490 2430. The students will also be selling them at a Northumbrian Water event

### City College Norwich:

Team Squiggle's pants can be ordered through their web site at <http://sites.google.com/site/teamsquigglepants/>

### New College Nottingham:

Pants can be ordered using the following email address: [ellie.strickson@ncn.ac.uk](mailto:ellie.strickson@ncn.ac.uk)

### North Hertfordshire College:

Pants can be purchased searching 'pants to poverty' on Ebay, or by calling 01462 424242 and asking for the 'kickass' sales team

### Warwickshire College:

Pants can be ordered using the following email address: [olympants@live.co.uk](mailto:olympants@live.co.uk)

### Amersham & Wycombe College:

Pants can be ordered by emailing: [jphillips@amersham.ac.uk](mailto:jphillips@amersham.ac.uk) or calling 01494 585387

### Barking & Dagenham College:

Pants can be ordered using the following email address: [pantastic1@hotmail.co.uk](mailto:pantastic1@hotmail.co.uk), or at the main reception of the Rush Green Campus

### Gloucestershire College:

Pants can be ordered by emailing: [keckandbloomers@hotmail.com](mailto:keckandbloomers@hotmail.com), or by calling the Arts and Media staff room on 01452 563323

### Highbury College:

Pants can be ordered by emailing: [dani.houghton@hotmail.co.uk](mailto:dani.houghton@hotmail.co.uk), or by visiting the stall at Barclays commercial road on May 30

### Lewisham College:

Pants can be ordered via <http://pants-to-poverty.myshopify.com/>

### Liverpool College:

The team will be selling their pants across all college sites from Monday 14th May and at various locations across Liverpool in May & June

### Stow College:

Call +44 (0)844 249 8585 or email enquiries@stow.ac.uk and ask about pants

### Walsall College:

The charity underwear is available to purchase from Bright Things, the College's shop on Littleton Street West





Gateshead College definitely had the biggest pair of pants



New College Nottingham show off their colourful design



Even Middlesbrough College Principal, Mike Hopkins (centre) got in on the pants action



Amersham & Wycombe College pants designs



Pants piled high at Gloucestershire College



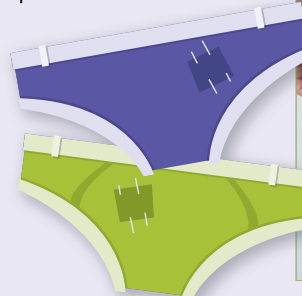
Barking and Dagenham College students jump for joy about their beautiful bloomers

## FE Week's pant-tastic caption competition

Do you want to be in with a chance of winning some of Lewisham College's fantastic pants? (modelled right)

Just come up with a hilarious caption for this picture of our two journos, Nick and Holly, modelling the beautiful briefs!

Send your entries to [pants@feweek.co.uk](mailto:pants@feweek.co.uk)

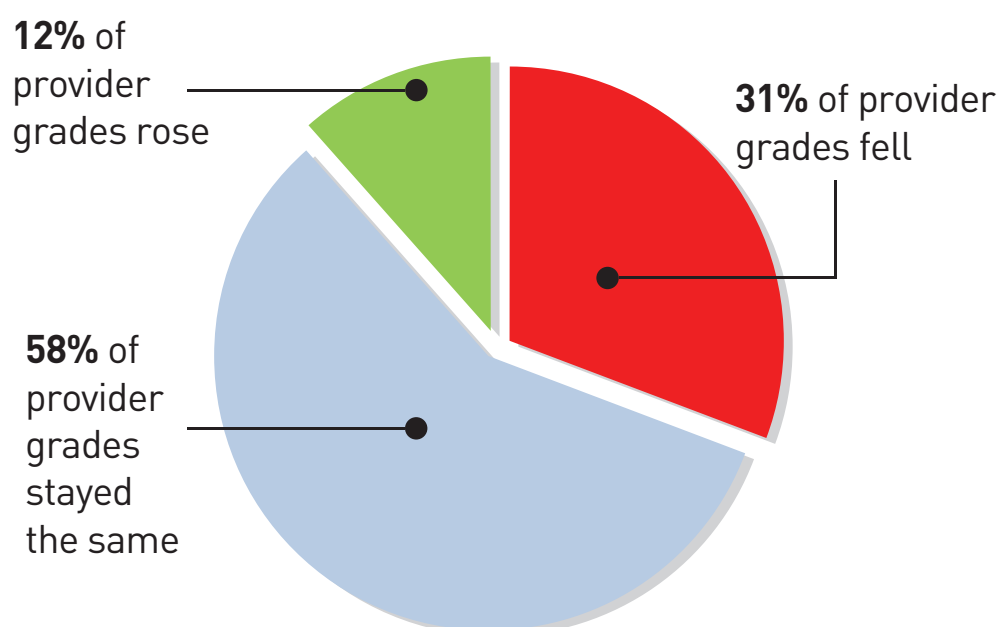
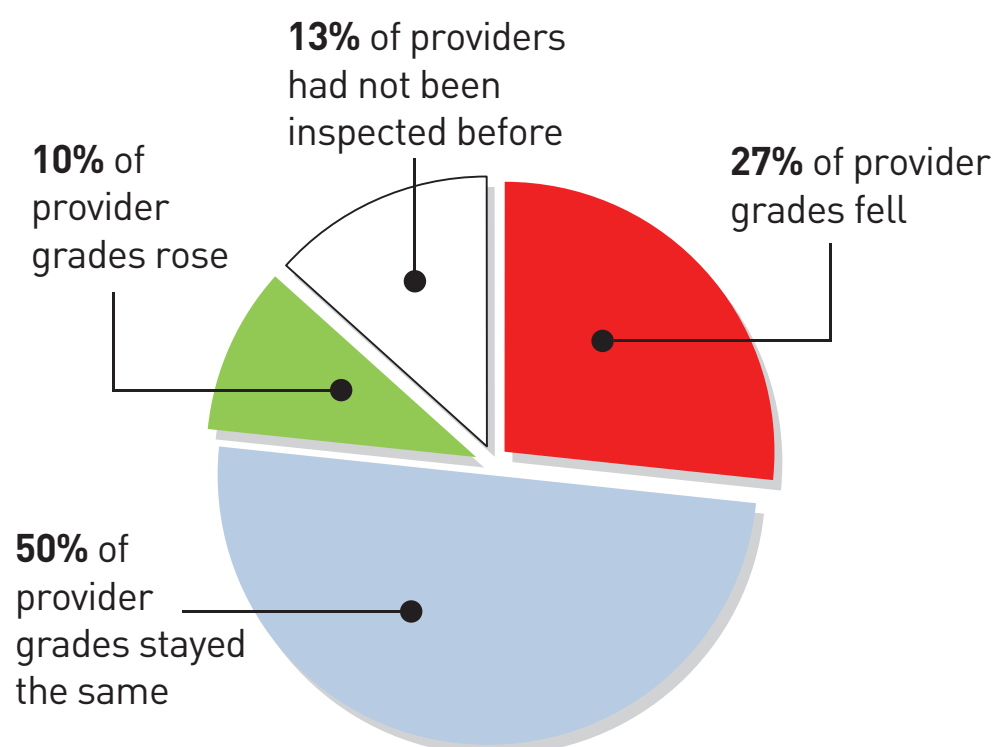
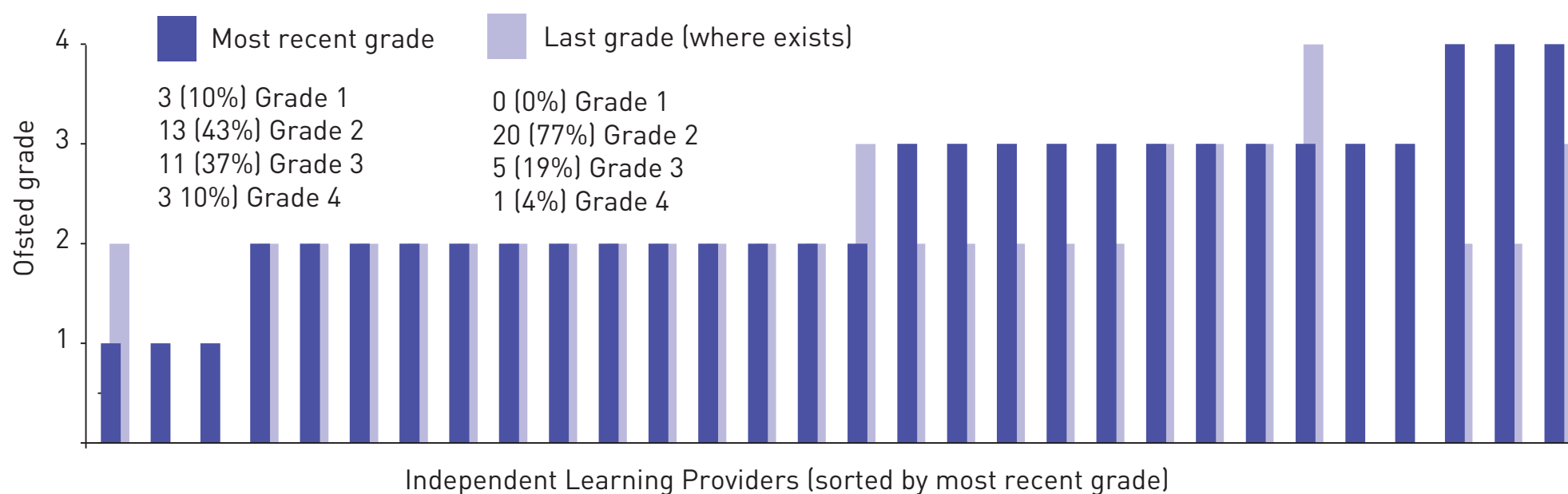




# FE Week gets technical

Following our analysis of college Ofsted grades many readers requested something similar for independent learning providers. So here it is...

## Ofsted grades in 2012 for Independent Learning Providers



## Ofsted grades in 2012

30 Independent Learning Provider inspections

Average Ofsted grade last time 2.47

Average Ofsted grade this time 2.27

Average Ofsted grade fell by

**0.20 of a grade**

**of those that had been inspected before**

26 Independent Learning Provider inspections

Average Ofsted grade last time 2.54

Average Ofsted grade this time 2.27

Average Ofsted grade fell by

**0.27 of a grade**



Independent Learning Provider	Inspection Grades in 2012	Inspection date	Previous inspection grade	Inspection date	Total increase or decrease
Resources (N E) Limited	3	23-Apr-12	-	-	-
Oakmere Community College	2	27-Mar-12	2	08-Jun-06	0
Chiltern Training Ltd	2	26-Mar-12	2	14-Dec-06	0
Michael John Academy	2	26-Mar-12	2	05-Jun-07	0
EXG Ltd (trading as Exchange Group)	2	20-Mar-12	2	08-Dec-08	0
Construction Learning World	3	19-Mar-12	2	10-Feb-06	-1
t2 business solutions	1	19-Mar-12	-	-	-
Mercia Partnership (UK) Ltd	3	19-Mar-12	3	15-Jan-08	0
Barford Education and Training (North East) Limited	4	12-Mar-12	2	17-Feb-06	-2
Acorn Training Services Ltd	3	05-Mar-12	3	21-Jul-09	0
CSM Consulting Limited	3	05-Mar-12	2	31-Mar-06	-1
Prostart	2	05-Mar-12	2	01-Apr-08	0
Igen Limited	3	05-Mar-12	2	25-Mar-08	-1
Sutton and District Training Limited	3	28-Feb-12	2	27-Mar-08	-1
Care Training East Midlands Limited	3	21-Feb-12	3	11-Nov-08	0
Icon Vocational Training Limited	1	20-Feb-12	-	-	-
UK eLearning Limited	3	13-Feb-12	-	-	-
R W Rechere & Associates Ltd	4	07-Feb-12	3	05-Feb-12	-1
Kingshurst Training	3	07-Feb-12	4	01-May-07	1
BL Training Limited	2	06-Feb-12	2	09-Jul-07	0
Reflections Training Academy	1	30-Jan-12	2	27-Jul-06	1
Smart Training and Recruitment Limited	4	30-Jan-12	2	02-Oct-07	-2
Access Training Limited	2	30-Jan-12	2	17-Jul-07	0
Scientiam Ltd	3	23-Jan-12	2	29-Jun-06	-1
Springfields Fuels Limited	2	10-Jan-12	2	20-Jan-06	0
Yorkshire College of Beauty Limited	2	10-Jan-12	2	29-Sep-06	0
STAR (Training and Consultancy) Ltd	2	10-Jan-12	2	10-Feb-06	0
Institute of Swimming Limited	2	09-Jan-12	3	11-Mar-08	1
Maritime + Engineering College North West	2	09-Jan-12	2	23-Oct-07	0
HIT Training Ltd	2	09-Jan-12	2	08-Dec-08	0



# FE Week campus round-up

## Doncaster College students make a splash



It's been choppy waters for students at Doncaster College who have been trying to stay afloat on make-shift rafts on the town's marina.

Pupils from the college's sport and public services department were set the task of building an improvised raft with a limited amount of equipment in 30 minutes. Split into teams, they were given three barrels, three poles, one plank and seven ropes each. They

had to research, build and test their rafts on the water before their time was up.

The aim of the activity was to help the students gain new skills in areas such as communication, problem solving and working as part of a team.

Lecturer Stewart Sanderson said: "It was a great experience for the learners and helped them with communication and team building skills."

## Dearne Valley College open new 'Job Zone'



The new Job Zone initiative at Dearne Valley College has been officially opened by local MP John Healey.

The service has been created in conjunction with Job Centre Plus and will help students find out about progression opportunities, part-time work and Apprenticeships.

The MP for Wentworth and the Dearne Valley

said: "Compared to the rest of the country, we have twice as many young people who have been out of work for more than a year; and in parts of the Dearne that number has tripled in the last 12 months. So the Jobs Zone will be an important and, I am sure, well-used service which will give Dearne Valley College students the best possible chance of finding work."

## Royals visit Newham College fashion show

The Queen was treated to an exhibition of designs by students from Newham College's fashion and tailoring department.

Queen Elizabeth and Prince Philip inspected garments at the Fashion and Textile Museum during her Diamond Jubilee tour in Bromley.

Banuja Selvarajah and Jonathan Allen (right) both had the opportunity to speak to the royal party. Banuja said: "This was a once in a lifetime opportunity and it was fantastic. Studying on the Fashion Foundation course at Newham College has been great, but I never expected to meet the Queen!

Tailoring student Jonathan said: "It's a real honour to show the Queen your work and to talk about the skills you've learned."



## Burnley College welcomes Royal visitors

Queen Elizabeth and the Duke of Edinburgh paid a visit to Burnley College as part of their Diamond Jubilee tour.

The royals were introduced to a number of students from the college who showcased their work. Pupils demonstrated the latest heart rate monitoring technologies and presented fashion, textile and 3D art pieces they had created.

One of the pupils they met was fourth year Engineering apprentice Michael Yankowski. "The Queen and Duke of Edinburgh asked

me about what I was studying and the type of machines I work with," he said. "They were both really polite and it was a very surreal experience. My mum is very proud that I was selected to meet them."

Becky Blackett, a member of the College's Netball Academy, also met the royal party. "I got a bit tongue tied when I was speaking to the Queen but they were both really friendly and I am so pleased that I was able to talk to them," she said.



## Walsall College students realise their dream

Students at Walsall College got the chance to walk the red carpet at a film premiere event held at the College's Jerome's Restaurant.

The students were attending a premiere of films made about pupils' dreams and aspirations for the future. The videos, which will be put online, will be advertised on local buses and bus shelters.

The video campaign is part of the College's 'Realise Your Dream' recruitment drive and has been developed to show prospective students how the College can help them fulfil their career aspirations. Using the Twitter hashtag, '#mydreamis', the College is also

encouraging users to tweet their hopes for the future.

Aaron Watkinson, who is on a dance course and would like to become a professional dancer, is one of the students captured. He said: "I had a great day shooting the video and being a VIP at the premiere felt very special. I'm really happy with the final outcome and hopefully it will inspire others to achieve their dreams."

Principal and chief executive Jatinder Sharma said: "It is wonderful that our students are so eager to get involved with promoting the College to new students and is a reflection on the community spirit that exists here."





## Olympian inspires Priestley College students

An Olympian presented 60 trophies to students at Priestley College's Sports Awards ceremony.

Gymnast Craig Heap told the athletes not to be afraid of failure. He said the pain he felt at failing to qualify for the 1996 Olympics became the moment that spurred him on to future success. He went on to win two Commonwealth Team Gold medals.

"Failure is really important," he said. "It is a way of testing you to see if you are serious about what you are doing in life."

In the audience listening to Craig's advice was Adam Wood, who was voted sports personality of the year by Priestley College's students for his achievements in rugby. "All the work Craig has put in shows what it is possible to achieve and makes you appreciate the help you get from your coaches and tutors," he said.

Stephanie Allcock also won the award for her achievements in netball. "It is a massive honour and the fact the whole college voted for the award is amazing," she said.



## Former Barking and Dagenham College student shines as Olympic torch bearer

Alex Loukos enjoyed a hero's welcome at Barking and Dagenham College when he returned from carrying the Olympic flame at the lighting ceremony in ancient Olympia, Greece.

"Just incredible" was how the former A Level student described being chosen for the honour. "For the first time in my life I was lost for words," he said.

"I had to run about 350 metres to hand it to

the next person and I was taking it slowly just so I could take it all in."

Alex, whose father is Greek, was selected by the London Organising Committee of the Olympic and Paralympic Games to carry the flame in Greece to represent the youth of London. Cathy Walsh, principal and CEO at the College, said: "Alex is a fantastic role model for our current students and for all young people in Britain."

## Rotherham College bring Shakespeare to life

People taking a stroll in Rotherham recently will have felt transported back in time to Ancient Greece after students from its local college took to the streets to prepare for their rendition of a Shakespeare classic.

Students performed their dress rehearsal of Shakespeare's *A Midsummer Night's Dream* outside Rotherham College in Greek costume. With the Duke Theseus of Athens and the Amazon Queen, Hippolyta, taking the stage, the actors quickly caught the public's attention.

Angela Speed, curriculum leader of performing arts said: "The Performances will take place in an outdoor theatre at the Eastwood Building at our Town Centre campus.

"Audience members are more than welcome to bring a picnic and enjoy being entertained



by the student's beautiful fairy dances, strong acting and great story telling. It will be a good experience for our students so we are hoping for a big crowd."

## Hollywood star visits Uxbridge College



A film star from the Twilight blockbuster has presented Uxbridge College filmmakers at an 'Oscars' awards ceremony.

MyAnna Buring, who plays Tanya in the Twilight Saga: Breaking Dawn, congratulated students on their achievements in writing, directing, acting and production.

The Swedish-born actress has also recently appeared in the BBC's White Heat and has been filming The Fuse for the channel.

A-level Media Studies pupils got to meet

the actress at the College in West London.

Laurie Tallack, Media Lecturer, said: "Our students have produced some excellent work this year demonstrating a high level of technical and creative skill. In particular they have used the industry standard editing software Final Cut Pro series 7 which will stand them in good stead in the job market.

"It was really inspiring for them to meet MyAnna, particularly as she has so much experience as an actor that she definitely knows a good film from a bad one!"

## Hats off to Kensington and Chelsea College

Kensington and Chelsea College's award winning millinery department is celebrating a string of successes as its student designs continue to dominate the London fashion scene.

Fenwick – one of the UK's top department stores - has sought out hats designed by the college's millinery students to sell in store.

Miss Finch said: "I think the colours of the chosen pieces are fabulous and the way they have been made is excellent – but then they always are with the college's millinery students."

The millinery department also recently celebrated other high-profile student successes.

Sophie Beale, who studied HNC Millinery at the college last year, won a national competition set by Grazia Magazine to discover Britain's next great hat designer.



## High flying students at Canterbury College

Canterbury College students learned about life at 40,000 feet when they became cabin crew aboard a Boeing 737 for a day.

The travel and tourism students were put through their paces on the 300-seater airliner by JARE Airline Training Partnership.

They learned how to deal with passengers and cope with emergencies by taking part in a series of simulation exercises during the day-long session at Bournemouth airport training

centre. One exercise involved them rescuing babies from a cabin filled with smoke, and for another they had to put out a small fire on the plane. An airline security test had them locating replica guns and knives hidden on the plane.

Lauren Leggatt said: "The training was hard work but it was fun. Being able to do it rather than just hear about it in a classroom has made me consider doing it in the future."



## FE Week events...

# Women lead the way at WLN conference

Holly Welham

@HollyWelham

Governing boards were a central topic of the conference, an area described by the Women's Leadership Network (WLN) as particularly challenging.

Using data from the Association of Colleges, the WLN has found that only 17 per cent of chairs on governing boards are female. Currently, the total percentage of women on boards is unknown, as the data has not been collected. The WLN is currently conducting research into this, which will be published in September.

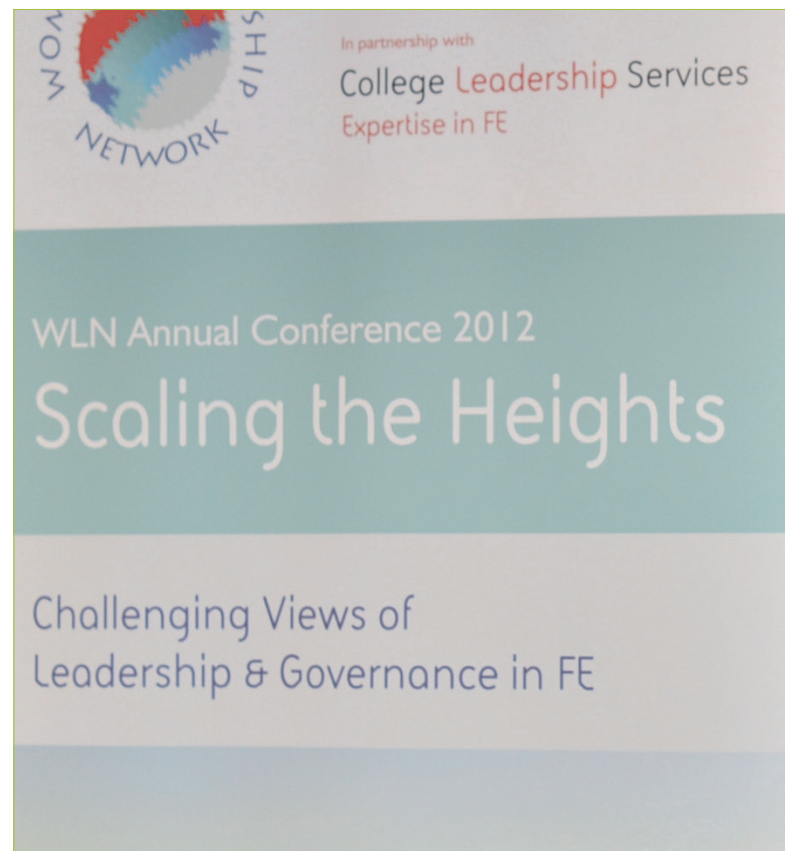
The director of the WLN, Sue Daley, said: "The reason we need to do it is because governors have a massive influence on what happens in colleges and especially on appointments of senior post holders.

"We need to understand if there is an impact of having more women on boards or not. For me, frankly, it's immaterial. There should be a gender balance anyway.

"But there may be some particular impact that we can identify from it to persuade governing bodies that they need to take this more seriously."

**"We need to understand if there is an impact of having more women on boards or not"**

Sally Dicketts, the chair of WLN, told *FE Week* that there are some "appalling examples" where governing bodies have made it "very clear" that they do not want a woman. The principal of Oxford and



Sue Daley, director of the Women's Leadership network speaking at their annual conference

Pictures by Nick Linford

Cherwell Valley College said that although it is not something that she hears regularly, it is something that comes up.

The research was prompted partly by two chairs that approached the organisation because they wanted peer support. The key aim of the conference is to provide training and development opportunities for women, and inspire them to go for senior leadership roles. The two chairs, Margaret Serna, from Lincoln College, and Carol Jones, from Stoke on Trent College, motivated and advised audience members on what boards are looking for when interviewing for top positions.

Helping women work their way to the top was a recurrent subject throughout the event. When kicking off the ceremony Ms Dicketts asked attendees: "What have you done in your organisation to make a woman succeed a bit better?"

The principal of Oxford and Cherwell Valley College highlighted the fact that women have not "made it" and called on the audience to help less senior women progress.

The overall percentage of female college principals has remained constant for the second year running at 38 per cent, according to research by the WLN. Ms Daley is also concerned that the number of new female principals being appointed has dropped; from 45 per cent in 2011 to 28 per cent in 2012.

With 46 per cent of second tier managers being women, it raises the question about why women are not progressing to the next stage.

For the second year running, however, 47 per cent of principals of the larger colleges in England (those with allocations of over £25m) are women and the percentage of female principals within the 157 Group is 63

per cent.

To ensure that women are fairly represented in the further education sector it is critical that flexible working is addressed and the Learning and Skills Improvement Service is currently funding research into the topic.

Ms Dicketts said the difficulty is that if you don't ask, then you don't get, and she believes it's becoming increasingly difficult to ask because of funding cuts.

"People are worried about their career opportunities," she said. "If I do this will they not look at me favourably."

The principal argues that we need to start addressing the question of flexible working earlier, rather than reacting when a member of staff has children and then asks for reduced working hours. If planned earlier, she said that flexible working would be "much more transparent and supportive".







L-R: Carol Jones chair of governors, Stoke on Trent College (left) and Margaret Serna, chair of governors, Lincoln College



Sally Dicketts, chair of the WLN speaking at the conference



## Rebecca Stephens MBE on scaling Everest



The first British woman to climb Mount Everest enraptured the audience with tales of her mountain expeditions. Rebecca Stephens, who spends a lot of her time dedicated to leadership programmes, began climbing when she was 27.

Her first ascent was when she travelled to the Himalayas for an assignment for the Financial Times. She hadn't planned to take part in the trek, but changed her mind when she saw the passion of the other climbers. "I looked up at the summit of this mountain and I felt sizzling alive," she said.

She spoke to the audience about the importance of "trust in yourself, confidence in yourself" and highlighted that this has to extend to other people. "If ever you have a self-limiting feeling, just throw them out the window," she said.

## Q&A with Inspiring Leader Award winner, Zoe Lewis

**Zoe Lewis has won this year's Inspiring Leader award. The deputy principal of corporate services at Middlesbrough College was nominated by the principal Mike Hopkins. She trained in accountancy and moved into the further education sector seven years ago when she was offered a position at the College.**

**What do you love most about your job as deputy principal at Middlesbrough College?**

My background is working for much larger organisations, such as the government and the police. What I've loved about my role in further education is that it's a much smaller organisation than I'm used to, but I've found more empowerment and much quicker decision making. You're more in control of your own destiny and there's less bureaucracy. People within further education might not think that, but my god compared to other government [sic]. It is fantastic to be able to make decisions and communicate them with the whole organisation and move strategy forward. You feel more in control of the organisation.

**What advice would you give to people who want to move into leadership?**

Just do your job absolutely to the best of your ability, and if you can, go above and beyond. I think that if you always look at your immediate boss' role and support them in the best way possible, you expand your experience almost without realising it. Work above your grade, be absolutely committed, be conscious about the value of your salary and the need to do the best for the organisation. There is lots of textbook stuff on careers, moving around the country, getting experience, looking at the next step, but I haven't done any of those things. I am very driven. I am very committed. I always want to do my best at work, and as long as you're engaging with that I don't know how you could not get on, unless you had a very unreasonable boss.

**What do you find challenging about working as a woman in further education?**

I've got two young children and god it is so hard having a career and a family. I have to try and offer to stand up and be a role model for that, because quite honestly, I do worry that there's too many women who can't be everything. What I mean by that is, I've got a fantastic support system, I've got a husband who works shifts, I've got a mother-in-law and a mother who help out, I've got a fantastic boss, with the ability to work flexible hours. Those things enable me to do my job.



## Vice Principal: Resources

£60,000 per annum

Bracknell & Wokingham College is a successful, medium sized college of general further education, specialising in 16+ learning and part-time courses for adults. We enrol around 1,000 school leavers and 10,000 adults every year and run around 700 courses in the day, at night and at weekends at over 20 local centres in Bracknell, Wokingham and surrounding areas. The College has refreshed its Vision, redefined its Mission and is implementing its new Strategic Plan with a focus on diversification and long term growth. This newly created role is vital in this process.

Critical to the achievement of the College's Strategic Plan, the successful applicant will be responsible for leading on the strategic and operational delivery of the Finance, HR, Marketing, Facilities Management and Student Support Services functions, whilst being a key member of the College Senior Management Team.

To succeed in this role, you will be a fully qualified CCAB accountant and have experience of financial strategic management at a senior level. You will have demonstrable commercial acumen with evidence of cost reduction and income generation. Previous relevant experience within FE or the public sector would be an advantage.

For further information and/or to apply, please visit our website:  
[www.bracknell.ac.uk/system\\_pages/navigation/side/work\\_for\\_us.aspx](http://www.bracknell.ac.uk/system_pages/navigation/side/work_for_us.aspx)

Closing date for applications: 15 June 2012



Church Road, Bracknell, Berks. RG12 1DJ  
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[www.bracknell.ac.uk](http://www.bracknell.ac.uk)



Nescot is a forward-looking College of Further & Higher Education located in the green belt near Epsom Downs, Surrey serving a large area of South East England with a wide range of vocational and academic courses, both full and part time.

Due to the continuing expansion of our animal studies department we are looking to appoint to the following posts:

### Head of Department – Animal Studies

**£31 - £39k** (salary negotiable for an exceptional candidate)

An experienced person is required to lead our Animal Studies team. The role offers an exciting opportunity for an enthusiastic individual, committed to leading a dedicated teaching team who deliver a well-established range of courses from Level 1 to the Extended Diploma in Animal Management.

The successful candidate will be a qualified and outstanding teacher with proven recent experience in a first line management role in a post - 16 learning provider.

### Lecturer in Animal Studies

**Up to £31,628** (Per annum, inclusive)

We require a Lecturer in Animal Studies to join a team teaching a wide range of courses from Level 1 to Higher National Diploma in Animal Management. Preferably, you will have the ability to teach both practical and theoretical aspects of Animal Studies.

You should be able to effectively teach students with a range of abilities, some of whom may have learning difficulties and/or behavioural problems. You will be required to work as part of a motivated and dedicated team committed to students' well-being and achievement.

You will be expected to participate in a range of delivery methods within the classroom and on the farm to support learners in achieving their full potential.

For full information on both posts and details on how to make your application please visit [www.nescot.ac.uk](http://www.nescot.ac.uk) and follow the link on 'working at Nescot'.

Applications should be submitted on line by Wednesday 13 June 2012

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contact the advertising team on **0208 123 4891**

Our mission is to be a centre of excellence for learning, business and vocational skills and we aim to achieve this by recruiting and developing high quality candidates who share our values of quality, passion and a respect for learning.

## MIS and Learner Tracking Manager

Salary in the region of £37,000 - £40,000 per annum

As our MIS and Learner Tracking Manager you will be a pivotal player in our college management team, reporting directly to the Director of Finance.

The post requires a thorough and dedicated information specialist who can work closely with our Senior Management Team to provide accurate data which will inform and influence decision making at the highest level. You will produce data returns for our funding purposes, Ofsted and other inspection bodies.

You will be responsible for the development and maintenance of an effective management information system and will show a flair for capturing and analysing the information required by managers. You will prepare and write accurate reports to inform the development of strategy and procedures, particularly in relation to the learner experience. Additional responsibilities include adopting the role of Data Protection Officer.

Our preferred candidates will possess an honours degree or equivalent, have the technical expertise to lead the MIS function and have practised data analysis and reporting in previous roles. You should be able to demonstrate excellent communication skills and have written and prepared statistical reports for a variety of purposes and audiences. An understanding of the context of Further Education would be beneficial, particularly funding methodologies and reporting systems. Experience of using Corero REMS, MS Access and SQL reporting would be particularly valuable.

All posts at Newbury College are subject to an enhanced CRB check.

For an application form and job description please visit  
[www.newbury-college.ac.uk/vacancies](http://www.newbury-college.ac.uk/vacancies)

Closing date:  
Noon on 14th June 2012.



## Assistant Principal – Academic Studies

£50,861 pa

Tameside College is the leading provider of post 16 education in the Borough of Tameside which lies to the east of Manchester. With over 6,000 students, the College provides a broad range of pre and post 16 provision and higher level programmes. Hyde Clarendon Sixth Form College is part of the Tameside College family and over the past 3 years has consistently achieved the best A Level success rates in the Borough. The College sponsors Droylsden Academy in East Manchester.

We wish to appoint a talented and driven individual who is able to take forward the College's ambitions in Sixth Form Studies, Higher Education and higher level skills development and delivery.

Able to demonstrate a track record in delivering success in terms of excellence in teaching and learning and performance in your areas of responsibility, you will be confident and focused in your determination to deliver success at both an operational and strategic level.

As a member of the College Leadership Team you will play a pivotal role in identifying and implementing new initiatives. You will have excellent people skills and an ability to motivate teams to deliver their best. This post has a specific responsibility to support the College's successful Sixth Form College.

Closing date for all applications: 12 Noon, Friday 15th June 2012.

For further details apply online at [www.tameside.ac.uk/jobs.asp](http://www.tameside.ac.uk/jobs.asp) quoting ref. TC115. Human Resources, Tameside College, Beaufort Road, Ashton-under-Lyne OL6 6NX. Telephone: 0161 908 6643. Minicom: 0161 908 6610.

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Living the Olympic  
and Paralympic Values



## ILR Data Officer (Management Information Systems)

Oaklands are seeking an ILR Data Officer, who has experience working in an FE environment with Individual Learner Records (ILR). The successful candidate will have excellent IT knowledge, with a Level 3 NVQ qualification or equivalent preferred. This role is essential to the progression of the college so accuracy and attention to detail are key qualities that the successful candidate will demonstrate, along with the ability to prioritise workloads, balancing priorities and demands.

Salary £32,196 - £35,178 per annum. 30 days annual leave, pension scheme and many other benefits. This is a permanent, full-time post.

For further information about this post, including a full Job Description please visit our website [www.oaklands.ac.uk](http://www.oaklands.ac.uk) and visit 'About us' and 'Jobs at Oaklands'.

Closing Date 8th June 2012

This post is subject to an Enhanced CRB Disclosure in line with our Safeguarding Policy and is Exempt from the Rehabilitation of Offenders Act 1974

[www.oaklands.ac.uk](http://www.oaklands.ac.uk)





**Walsall College is one of the largest further education colleges in the West Midlands, with an annual turnover of £35 million. We are rated 'Good' by Ofsted and our success rates are in the top 10% across the country for 16-18 year old level 3 learners.**

**We are a dynamic institution with a lot to celebrate, including a £64million campus and two prestigious AoC Beacon Awards. The College is also the proud sponsor of the new Black Country University Technical College (UTC) and The Mirus Academy.**

## Director of Information Services

Salary: circa £56K

The Director of Information Services will provide excellent innovative approaches and solutions to the College's Information Services, with detailed knowledge of all aspects of FE/HE funding streams and the associated future changes.

Your analytical and resourceful attitude will allow you to translate knowledge into practical support for all teams across the College, supporting our future financial growth strategy. You will lead, motivate, and develop an excellent team, ensuring customer centric approaches in all aspects of Information Services.

Over recent years Walsall College has experienced transformational changes through effective use of technology, winning an AoC Beacon Award in 2010 for technology. You will be joining the College at a very exciting time and will be instrumental in our ambition to achieve world class Information and e-Business solutions.

This position is a real career opportunity, bringing together strategic influence and practical operational methods.

Closing date for this application is **Monday 18th June 2012 at 5pm.**

For further details and to apply online please visit **www.walsallcollege.ac.uk** or telephone **01922 651177**.

Walsall College is passionate about promoting equality of opportunity and creating a working environment where diversity is recognised and celebrated, giving everyone the chance to reach their full potential. Our environment is diverse in character and student population. We positively welcome applications from candidates from Black Minority Ethnic origin and those with a disability. Safeguarding and promoting the welfare of children and young people / vulnerable adults is at the heart of all we do. This is reflected in our rigorous approach to the recruitment and professional development of our staff.



Bringing talent to life...



## New Horizons on the East Coast

**Grimsby Institute Group is offering TWO fantastic senior post holder opportunities to play a significant role in one of the most innovative institutions in the Further and Higher Education sectors.**

The Grimsby Institute Group is one of the East Coast's largest providers of Further and Higher Education and comprises of the Grimsby Institute, University Centre Grimsby, Lincolnshire Regional College in Skegness and Yorkshire Coast College in Scarborough. Our mission is to inspire learners, engage employers and be outstanding in all that we do. *We intend to appoint two individuals who are outstanding in their field and who will play a pivotal role in our future development and in the delivery of the Group's Strategic Plan.*

### Vice Principal: Commercial and Resources c.£80k + benefits

The successful candidate will provide leadership to a portfolio of corporate functions, including:

- Driving the Group's growing commercial activity;
- Co-ordinating the College's financial functions, ensuring compliance and stability and contributing to financial aspects of strategic development;
- Managing the legal advice to the Corporation and Executive Management;
- Line Management of grant funding and associated projects;
- Leadership of Human Resources;
- Responsibility for the Group's marketing functions.

### Principal: Yorkshire Coast College c.£70k + benefits

We are seeking a dynamic, progressive and enthusiastic individual to:

- Provide leadership to Yorkshire Coast College and the strategic commitment to address the needs of Scarborough and the neighbouring communities;
- Continue to develop the ethos and identity of Yorkshire Coast College;
- Contribute to the continued integration of Yorkshire Coast College into the Grimsby Institute Group;
- Play a full role as a member of the Senior Management Team and the Leadership Group.



**If you have the drive and ambition to succeed in either of these posts and want to be a part of shaping our exciting future then we would be delighted to receive your application.**

We are working in partnership with College Leadership Services to recruit for these posts. Please contact Helen Anderson for an application pack for either of these roles: [handerson@collegeleadership.co.uk](mailto:handerson@collegeleadership.co.uk) or 0115 911 1117, or visit [www.collegeleadership.co.uk/current\\_appointments.asp](http://www.collegeleadership.co.uk/current_appointments.asp) for further information.

**College Leadership Services**  
Expertise in FE

The closing date for these posts is 12pm on Friday 1st June 2012. Interviews will be held during w/c 18/06/12.

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## Head of Learner Services

£23,000 - £27,000



Creative Process is a well-established work based learning provider specialising in delivering level 3 apprenticeship training within the Creative and Digital media sectors within the London area.

See [www.digital-apprentice.co.uk](http://www.digital-apprentice.co.uk) for more information on the company and its work – we are currently working with market-leading employers such as EMI, C4, Thomson Reuters, ITN and Ogilvy Mather as well as smaller cutting edge start-ups in the creative and digital media sectors.

The company also has good relations with key strategic and funding partners such as NAS and the relevant Sector Skills Councils.

### Main Purposes of the Post – briefly.....

#### Company and Contract Management

- To work as part of the team with other colleagues to deliver the services of the company, attending strategic management meetings and preparing reports

#### Interfacing with employers

- To conduct all first employer visits after a new apprentice has been recruited including H&S pre-vet visit ensuring all relevant paperwork is completed
- To be the first point of contact with and deal with any employer / learner problems that arise once the learner is on programme

#### Working with Learners

- To run monthly enrolment sessions for new learners
- To set up and run a tracking system that will monitor learners progress
- To act as the Safeguarding officer and meet with Learners at Risk of not completing
- To meet with and deal with learners and/or employers and try and resolve any issues that arise

The post holder would also be part of the Strategic Management Group and will have the opportunity to participate in shaping the direction of the company.

For full Job Description see <http://www.digital-apprentice.co.uk/blog/category/jobs/> or email [andrew@creativeprocess.org.uk](mailto:andrew@creativeprocess.org.uk) . Or ring Andrew Carmichael on 0208 691 6729 if you would like to talk informally about this post.

**HAYS** Recruiting experts worldwide

## DRIVING AMBITION INSPIRING SUCCESS

Middlesbrough College is the largest further education provider in the Tees Valley and enjoys an enviable reputation as a high quality provider of education and training. The college is constantly seeking ways to grow, including investing in new buildings, new posts and new curriculum.

The College want to place themselves at the heart of the employer and employment community and are currently recruiting two leadership roles to help fulfil their vision.

**Managing Director – Business Development, Innovation and Employability**  
£47,923 - £55,374

This post is a key investment in the college's ambition to serve employers in the area. A visionary leader is required to develop new income streams, partnerships and contribute significantly to the financial wellbeing of the college. **Ref: 1658872**

**Assistant Principal – Finance & Registry**  
£47,923 - £55,374

An innovative finance leader is required to develop and manage the Finance and Registry functions of the college. You will be a qualified accountant who has knowledge of FE funding methodologies, and will be responsible for the college budget, financial strategy and the submission of all external returns. **Ref: 1657136**

Visit our campaign site to discover more about the college and how to apply for these exciting new opportunities  
[www.hays.co.uk/jobs/midborcol](http://www.hays.co.uk/jobs/midborcol)



ACCOUNTANCY & TAX/CONSTRUCTION CONTACT CENTRE/EDUCATION/ENGINEERING/LEGAL/LOGISTICS/PROPERTY/RESOURCES/SALES & MARKETING/TELECOMS/HUMAN RESOURCES/PHARMACEUTICALS/HEALTHCARE/AR/PROCUREMENT/H

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Slot on weekly Jobs Email  
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Premium job listing for duration of advert  
Job tweet to all @feweek followers  
Slot on weekly Jobs Email

### Basic listing

Advert text with logo

Don't forget that ALL print adverts come with a free Featured job package online!

## Head of Science (Sixth Form) (VC 393)

Full Time £30,468 - £42,144 plus additional market supplement (£2,654)

Relocation package available

An exciting opportunity has arisen for an ambitious and highly driven individual to work at the Isle of Wight College F6RM to lead the further development of Science provision based in our new Sixth Form centre.

We are seeking to appoint a passionate, innovative and inspiring Head of Science to provide leadership, expertise and vision for Sciences, ensuring that all learners achieve high levels of success.

The successful candidate will be responsible for all aspects of Science including A levels, Access to HE and Extended Diploma curriculum and will need to have high expectations of themselves and their colleagues as well as a real commitment to valuing every learner.

Applicants will need to be able to demonstrate successful management of this curriculum area, leading to outstanding levels of learner success.

**Closing date: 12 Noon Thursday 31 May 2012**

For an application pack please email [recruitment@iwcollege.ac.uk](mailto:recruitment@iwcollege.ac.uk) or call the 24-hour recruitment line on 01983 535209. Please quote vacancy code VC 393.



We welcome applications from all sections of the community.







## Principal and Chief Executive

£100k per annum plus accommodation

**'To provide a unique and exciting educational experience that inspires our students to do great things'**

Have you the leadership skills and experience to provide an outstanding educational experience for our students? The Governors at BCA are seeking to appoint a talented and exceptional leader with outstanding people skills who can appreciate the College's unique inclusive culture and blend this with imaginative and innovative ideas to achieve the growth and educational excellence as set out in the College's strategic objectives.

BCA grew by 5% in 2011/12 and expects to grow by a further 15% in the coming academic year. BCA was judged to be 'Good' at its OFSTED inspection in May 2011.

The College has a wide and diverse curriculum, enhancing its core land-based provision, offering both vocational and academic qualifications, from pre-entry to Higher Education. Students come mainly from across the Thames Valley but the College is attracting learners from further afield; its revenues come from a number of different sources and its campus with a mixture of modern and listed buildings complete with over 400 acres of grounds make it an ideal environment in which to work and learn.

The Principal will be provided with 'Greenacres', a 4 bedroom detached property as living on-site is an integral part of the post.

If your experience and ambition match our needs, we would like to hear from you.

We are working in partnership with AoC Create on this important appointment. If you are interested in applying you can find all the details you should need at [www.aocrecruit.co.uk/berkshire-college](http://www.aocrecruit.co.uk/berkshire-college)

For an informal discussion about the post please contact our Interim Principal, Bill Grady OBE on 01628 827560 or Prity Chavda on 020 7299 6984 or email [prity\\_chavda@aoc-create.co.uk](mailto:prity_chavda@aoc-create.co.uk)

Closing date for applications is Wednesday 6th June 2012. Final selection will be held in the College on Thursday 21st and Friday 22nd June 2012.

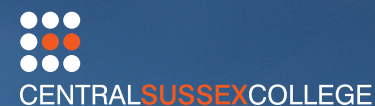


[www.aocrecruit.co.uk/berkshire-college](http://www.aocrecruit.co.uk/berkshire-college)



## Principal and Chief Executive

£Competitive



### Could you be **central** to our success?

Central Sussex College is in a period of exciting and progressive change and, since its launch as a merged college in August 2005, has been instrumental in raising participation, aspiration and achievement for young people in the central Sussex area, as well as developing the skills of adults both locally and regionally.

With a vibrant student community of around 11,000 each year, and a talented staff group, we are looking for an inspiring leader with the passion to deliver on our ambitious agenda for the future, and to help us achieve our mission to be the college of choice by putting skills and learning at the heart of everything we do.

As a strategic senior leader, you will have a demonstrable track record of driving continuous improvement in an educational environment, and your passion and determination will help us achieve excellence as a college. Key to this will be a continued and uncompromising focus on excellence in teaching and learning, and growing our local and regional activity to support economic prosperity.

You will be at ease as an ambassador, promoting the College at every opportunity, and championing the best possible student experience. With first rate communication skills, you will have experience of successfully managing organisational change, prior oversight of multi-million pound budgets and resources, and experience of raising income from diverse revenue streams.

In return, we offer a great package with competitive salary in excess of £130k, negotiable for the right candidate.

**If this advert fires you with enthusiasm and excitement for the challenges which lie ahead for our College, in our ever changing sector, please contact our recruitment consultants, Odgers Berndtson, in the first instance for a confidential discussion about this role. The selection process will take place in early July 2012.**

**Closing date: 6th June 2012**

Please apply in confidence, with full career and current salary details, quoting reference 37557 at [www.odgers.com/37557](http://www.odgers.com/37557)





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NEW PROFICIENCY QUALIFICATIONS

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FE Week Sudoku challenge

		8		2	6	7		
	1					9	2	
4	7				3			8
8		5	3	7	1			
3			2		4			5
			9	6	5	3		2
9			6				1	3
	8	6					4	
		4	7	1		6		

Difficulty: EASY

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9


Solutions: Next week

				3				9
4		9		5			2	
5		8			2	3		1
			9				7	8
		5				4		
7	8				1			
2		3	8			6		5
	1			2				4
8				7				

Difficulty: MEDIUM

FE Week mini-mascot

Follow the adventures of FE Week's biggest and smallest fan!



"Mostly this week I have been cooling down with an ice lolly"

You can also follow our FE Week mini-mascot on Twitter @daniellinford

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